

SUMMER INSTITUTE II - LEARNING ACTIVITIES

Like the first summer institute in TLITE there are core learning activities that each person must complete or demonstrate to their mentor's satisfaction that the material covered in the learning activities is understood.

Each mentor and/or mentor group will be allowed to complete the activities when they are prepared to do so, in a manner compatible with their learning style and to a level consistent with their entry level knowledge and abilities.

While completing the learning activities it is essential that you connect your learning to the program capacities. It is your growth in these capacities that will be the basis of your self-assessment and will be what you present to your mentor in the form of a presentation portfolio.

The learning capacities should not be viewed as activities that are complete in their own right, but as a vehicle to stimulate growth in program capacities and to achieve the larger goals of the program. These larger goals include but are not limited to concepts of:

- Teachers must situate them selves as learners; identify their philosophies around learning and teaching, and reflecting if their classroom practice demonstrates these philosophies
- "...developing the authority to teach, the capacity to stand (our) ground in the midst of complex forces of both the classroom and (our) own lives." (Palmer, 1998, p. 32)
- Teachers need to connect with other teachers for meaningful discussions around classroom practice not only to gain knowledge and understanding but through self-reflection to better understand themselves and their practice
- Teachers must develop an understanding of what it means to be a self-directed reflective practitioner and through field based inquiry to better understand their practice and themselves.

Core Learning Activities for Year 2

Revisiting Your Learning Plan and Updating Your Working Portfolio

OVERVIEW:

Update your Technology Inventory Assessment, review and summarize your learning profile, and consider your TLITE experiences to date. How has your work with technology affected your work as an educator with both your students and your colleagues? Reflect on your learning and your learning plan. How has the journey changed you? How have you changed the journey? Demonstrate that you are able to look back on your progress during the first year of TLITE and revise your learning plan to accommodate your development since the beginning of the program. Plan for 3 "Summer Institute tech challenges," things that you want to learn (perhaps from others in TLITE) during this Summer Institute time. Report out to your Learning Community on where you've been and where you have yet to go.

RESOURCES: Tlite Capacities; Technology Showcase; Your Portfolio; FP Learning tools; Your colleagues; Palmer, P. (1998); Brookfield, S. (1995)

Participating in TLITE & School District On-Line Environments

OVERVIEW:

Demonstrate that you are able to make use of on-line environments for learning, accessing resources, and connecting with other educators. Explore the on-line environments for both your School District and the TLITE program. Show that you understand their functions and that you have a presence on them. Use the tools as resources for learning by familiarizing yourself with both the Field Programs learning tools and the extra Tlite learning tools, accessing your SIMS account to update your information, making use of the SFU library on-line, registering for Fall credits, actively participating in your district site as determined by your mentor group, and creating a presence on Scope by setting up a user profile including a picture or avatar, adding to the Q&A Wiki, participating in Learning Communities discussion forums, and creating several blog entries as a start to your reflective journal.

RESOURCES: SCoPE site <http://scope.lidc.sfu.ca/course/view.php?id=27>; Richardson, W. (2006). The read/write web (Chapter 1)

Exploring a Technology-Related Educational Issue

OVERVIEW:

This learning activity is intended to extend your knowledge, utilize your research skills, and stimulate critical thinking about the way technologies are used for educational purposes. After discussions and seminars with your colleagues in the TLITE Learning Community, you will investigate and present your thinking on a specific issue. Demonstrate that you have a thorough understanding of an issue, why it is important to educators, your position on the issue, the impact this position has on your teaching practice and your educational decision making, and what questions arise from this issue that might need to be explored further. Include an annotated bibliography of your reference material on the issue in your working portfolio.

RESOURCES: SFU Library on-line (See video tutorial on the Field Programs website at <http://www3.educ.sfu.ca/fp/wp/lrnresvidtutorials.php>); Tlite online learning tools (Reading Educational Literature)

Demonstrating Learning and Leadership to Your Colleagues

OVERVIEW:

Develop your learning and your leadership through participation in the facilitation of at least one learning experience, workshop or panel discussion for your colleagues. Consider all of the following roles: teaching skills to acquire appropriate technologies; assisting with technology-related problem-solving; organizing and facilitating individual and/or group learning opportunities; or stimulating and facilitating discussion about educational issues. Depending on your comfort, competency and learning needs, the facilitation may be done in varying degrees of the public sphere ranging from within your mentor group, within the TLITE Summer Institute, in your school in the fall, or at a larger conference or theme day within the next few months. Add your plans for this demonstration to your Learning Plan and include a summary of the event(s), once

completed, in your working portfolio.

RESOURCES: Workshop Facilitator's Planning sheet (TLITE Learning Tools)

Developing a TLITE Field Study Proposal

OVERVIEW:

"Inquiry schooling and teacher education...need to be reconstructed as revolving not around the authority of politician and educational researcher, but around that of teachers and their students. Teachers are neither more nor less than their ways of understanding." (Diamond, 2000) The intent of the Field Program Grad Diploma is to support teachers in learning to investigate their practice. To this end, design a field study for the fall semester that implements one or more technologies for teaching/learning purposes, and demonstrate how you will incorporate the investigation of a related educational question or issue into the study. In reflecting on your role in the field study, consider yourself in the following three ways: The teacher researcher I am; the teacher researcher I hope to become; and the teacher researcher I fear to be.

RESOURCES: Dana, N.F & Yendoll-Hoppey, Diane. (2003); Hubbard, R. S. & Power, B. M. (2003); Field Program Learning Tools, Modules 6 & 7.

References

Brookfield, S.D. (1995). *Becoming a critically reflective teacher*. Jossey-Bass: San Francisco.

C.T. Patrick Diamond and Carol. A. Mullen. (2000). *The Postmodern Educator Arts-based inquiries and teacher development*. New York: Peter Lang.

Dana, N.F & Yendoll-Hoppey, Diane. (2003). *The Reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*. Thousand Oaks, California: Corbin Press.

Hubbard, R. S. & Power, B. M. (2003). *The art of classroom inquiry; A handbook for teacher-researchers*. Heinemann: Portsmouth.

Palmer, P.J. (1998). *The courage to teach: Exploring the inner landscape of the teacher's life*. San Francisco: Jossey-Bass.

Richardson, W. (2006). *Blogs, wikis, podcasts, and other powerful web tools for classrooms*. Thousand Oaks, California: Corbin Press.